



Montana
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Summer 2012 Teaching the Writing Strand of the MCCS Syllabus

Montana Common Core State Standards English Language Arts and Literacy for Montana Educators

June 10, 2013-July 9, 2013

Teaching the Writing Strand of the Montana Common Core State Standards is part of a series of online professional development opportunities offered by the Montana Office of Public Instruction.

- The purpose of this course is to increase understanding of the writing strand of the MCCS and to help participants integrate the MCCS writing standards into their classrooms.
- Participants will closely examine the writing standards within the MCCS. They will view and seek out resources and exemplars for teaching these standards and create materials for their own classrooms.

Assigned Readings

- Every week, students will read and/or view various online resources as assigned by the instructor.

Professional Learning Communities (PLC's)

- Learning Community Discussions will occur every week during the five week course in an asynchronous discussion board.
- The PLC's will be facilitated online.
 - The platform for the course is Schoology, a web-based learning management system
 - After registration for the course, instructions for accessing the online discussions will be sent to registrants.

Course Objectives

Upon completion of this course, participants will be able to:

- Use the Montana Common Core Standards writing documents with ease and facility.
- Implement the Montana Common Core Standards for writing in their classrooms.
- Conceptualize the vertical alignment of writing in grades K-12.
- Begin to help other content area teachers to meet literacy standards in their classrooms.

Class Personnel

- Judy Snow, OPI Assessment Director
- Cynthia Green, MCCS ELA Specialist
- Dana Haring, Ed.D., Instructional Coordinator

Audience: Individual educators, teams of educators, or pre-service teachers.

Credits and Renewal Units:

The class may be taken for graduate credits or renewal units or neither. During registration for the class, you will have the opportunity to choose credits or renewal units. It is the responsibility of degree-seeking participants to seek approval from their institutions to use this course toward meeting program requirements.

You will receive email confirmation of your registration for the class on the Office of Public Instruction website within five (5) business days. OPI will send a follow-up email regarding graduate credits, renewal units, and other class details.

- The class may be taken for 1 graduate credits. The approximate price is \$135. Information for registration for graduate credit will be included in the follow-up email from OPI.
- The class may be taken for 45 renewal units. Information on validation of participation for renewal units will be included in the follow-up email from OPI.

COURSE OUTLINE

Dates	Topic	Content / Readings / Video / Assignments	Reflection Questions
July 2	1. Overview of Writing Strand	<p>View:</p> <ul style="list-style-type: none"> • Introductory PowerPoint. • The first video, in 14 minutes, presents an overview of the Literacy Standards, providing background and explaining the six major shifts. http://engageny.org/resource/common-core-in-ela-literacy-an-overview/ • The video below, in 12 minutes, discusses shift 5, writing from sources. http://engageny.org/resource/common-core-in-ela-literacy-shift-5-writing-from-sources/ <p>Read:</p> <ul style="list-style-type: none"> • Writing standards in the MCCS documents: http://www.opi.mt.gov/Curriculum/MontCAS/GetReady.php#gpm13 <ul style="list-style-type: none"> ○ Read the writing standards. You will see that there is a 	<ul style="list-style-type: none"> • In regards to the shift from an emphasis on narrative writing to writing from sources, how will this change what happens in your classroom? • What did you notice about the progression of the standards from Kindergarten to Grade 12? • In many districts in Montana, we have embraced the 6+1 Writing Traits. If you are familiar with that model, where do you see that fitting into these standards? • What standards or elements of the standards are currently routinely and thoroughly addressed in Montana classrooms? Where do you think we will need to focus

		specific Excel document in which they are separated out and listed by grade level. You might want to print this or save it to your computer for ease of use, as it will be a text and resource throughout this course. Start with College and Career Ready Anchor Standards and then work your way down from Grade 11-12 to Kindergarten.	professional development and work?
<i>Week 1</i>	<i>Learning Community</i>	<i>Facilitated Discussion of Week One Readings & Webinars</i>	
July 9	2. Text Types and Purposes: Argument	<p>View:</p> <ul style="list-style-type: none"> Text types PowerPoint The brief video linked below, "Writing to Inform and Make Arguments" provides more background and rationale for writing from texts. http://www.youtube.com/watch?v=Jt_2jI010WU&feature=BFa&list=UUF0pa3nE3aZAFBMT8pqM5PA The website linked below provides prompts and rubrics for all three text types and purposes for grades K-6. For this week, focus on the ones for opinion/argument. http://www.sbusd.org/site/Default.aspx?PageID=288 The website linked below provides rubrics for all three text types and purposes from grades K-12. Feel free to use and /or modify its tools. http://www.doe.k12.de.us/aab/English_Language_Arts/ela_assessment_tools.shtml 	<ul style="list-style-type: none"> How would you define argument? How is argument writing, as defined in the MCCS, different from persuasion? What are the main ways the expectations for argument writing changes from kindergarten through high school? In looking at exemplars across grade levels, notice the changes in complexity and sophistication of the writing and the task. What are you already doing in your classroom that meets this standard? What could you change to

		<p>Read:</p> <ul style="list-style-type: none"> Read pages 23-25 of Appendix A. It is the section on writing, with special focus on argument writing. http://www.opi.mt.gov/pdf/CCSSO/ELA_Appendix_A.pdf Within the MCCS writing standards, read all the parts of Standard 1, the argument standard, from Kindergarten through Grade 11-12. In Appendix C (www.opi.mt.gov/pdf/CCSSO/ELA_Appendix_C.pdf), read the exemplars and annotations for argument writing from Kindergarten through Grade 12. <p>Apply:</p> <ul style="list-style-type: none"> Create a writing prompt for this text type and purpose (argument) that is appropriate for students at your preferred grade level. Create (or modify an existing) rubric to grade the assignment. The website linked below provides rubrics for all three text types and purposes from grades K-12. Feel free to use and /or modify its tools. http://www.doe.k12.de.us/aab/English_Language_Arts/ela_assessment_tools.shtml 	<p>meet the demands of this standard and the amount and rigor of argument writing that is expected at your grade level?</p> <ul style="list-style-type: none"> How can you involve other curriculum areas in writing argumentation?
Week 2	Learning Community	Facilitated Discussion of Week Two Readings & Webinars	
July 16	3. Text Types and Purposes: Informative/Ex	View:	<ul style="list-style-type: none"> What other names have we given this sort of writing over

	planatory	<ul style="list-style-type: none"> • PowerPoint on informative/explanatory writing. • The website linked below provides prompts and rubrics for all three text types and purposes for grades K-6. For this week, focus on the ones for informative/explanatory. http://www.sbusd.org/site/Default.aspx?PageID=288 <p>Read:</p> <ul style="list-style-type: none"> • Within the MCCS writing standards, read all the parts of Standard 2, the informative/explanatory standard, from Kindergarten through Grade 11-12. • In Appendix C (www.opi.mt.gov/pdf/CCSSO/ELA_Appendix_C.pdf), read the exemplars and annotations for informative/explanatory writing from Kindergarten through Grade 12. <p>Apply:</p> <ul style="list-style-type: none"> • Create a writing prompt for this text type and purpose (informative/explanatory) that is appropriate for students at your preferred grade level. • Create (or modify an existing) rubric to grade the assignment. • The website linked below provides rubrics for all three text types and purposes from grades K-12. Feel free to use and /or modify its tools. http://www.doe.k12.de.us/aab/English_Language_Arts/ela_assesment_tools.shtml 	<p>the years?</p> <ul style="list-style-type: none"> • What are you doing in your classroom now to meet this standard? • What could you change to meet the demands of this standard, the amount and rigor of informative/explanatory writing that is expected at your grade level? • How can you involve other curriculum areas in writing informative and explanatory papers?
Week 3		<i>Facilitated Discussion of Week Three Readings & Webinars</i>	

July 23	4. <i>Text Types and Purposes: Narrative</i>	<p>View:</p> <ul style="list-style-type: none"> • PowerPoint focusing on the shifting use of narrative • The website linked below provides prompts and rubrics for all three text types and purposes for grades K-6. For this week, focus on the ones for narrative. http://www.sbusd.org/site/Default.aspx?PageID=288 <p>Read:</p> <ul style="list-style-type: none"> • Read: Within the MCCS writing standards, read all the parts of Standard 3, the narrative standard, from Kindergarten through Grade 11-12. • In Appendix C (www.opi.mt.gov/pdf/CCSSO/ELA_Appendix_C.pdf), read the exemplars and annotations for narrative writing from Kindergarten through Grade 12. <p>Apply:</p> <ul style="list-style-type: none"> • Create a writing prompt for this text type and purpose (narrative) that is appropriate for students at your preferred grade level. It can be embedded in a different text type if you teach grades 6-12. • Create (or modify an existing) rubric to grade the assignment. • The website linked below provides rubrics for all three text types and purposes from grades K-12. Feel free to use and /or modify its tools. http://www.doe.k12.de.us/aab/English_Language_Arts/ela_assessment_tools.shtml 	<ul style="list-style-type: none"> • The common core emphasizes a shift in how much narrative writing is taught in school, especially after grade 6. How will this impact your classroom? • What impact do you think this shift will have on writing in Montana classrooms as a whole? • What are some ways to help students find their voice in writing while still emphasizing argumentation and informative/explanatory writing?
Week 4	Learning	Facilitated Discussion of Week Four Readings & Webinars	

	Community		
July 30	5. Writing Topic: Research to Build and Present Knowledge	<p>View:</p> <ul style="list-style-type: none"> Read at least one of the “close reading exemplars” on the “steal these tools” section of the website below. Although they are primarily focused on reading, they also address other literacy standards, including, for most of them, at least one of the research standards. http://www.achievethecore.org/ <p>Read:</p> <ul style="list-style-type: none"> Writing: Research to Build and Present Knowledge: Within the MCCS writing standards, read all the parts of Standards 7, 8, and 9, from Kindergarten through Grade 11-12. <p>Apply:</p> <ul style="list-style-type: none"> Create an assignment for your preferred grade level, addressing at least two of the standards 7-9. It should explicitly include a source by or about American Indians. 	<ul style="list-style-type: none"> From other videos in previous weeks, and from what you can gather from the standards, what has changed about the expectation for research? What has been added? What is missing? How could you work with other content area teachers to meet these standards? What are you already doing in your classroom that meets these standards? What else could you do in your classroom to address these standards? How do these research standards connect to the reading standards? Note that this is the topic within the writing strand that includes an Indian Education For All component. What resources about and by

			American Indians could you use to meet these standards?
<i>Week 5</i>	<i>Learning Community</i>	<i>Facilitated Discussion of Week Five Readings</i>	
<i>August 6</i>	6. Assessment: Smarter Balanced Assessment Consortium (SBAC)	<p>View:</p> <ul style="list-style-type: none"> • PowerPoint which provides an overview of the Smarter Balanced Assessment Consortium and the connection to writing, including sample performance tasks. • targets <p>Read:</p> <ul style="list-style-type: none"> • The 14 page document linked below is intended for people who are writing performance task items for the SBAC, and it provides useful insight to the structure of performance tasks. http://www.smarterbalanced.org/wordpress/wp-content/uploads/2011/12/DRAFT-Performace-Tasks-Specs2.pdf • The 71 page document linked below shows how writing and the other literacy strands will be integrated for the assessment. Skim the entire document, paying closer attention to the parts that seem the most relevant. http://www.smarterbalanced.org/wordpress/wp-content/uploads/2012/05/TaskItemSpecifications/EnglishLanguageArtsLiteracy/ELAGeneralItemandTaskSpecifications.pdf <p>Application:</p> <ul style="list-style-type: none"> • Using the table on page 5 of the document below and the sample performance tasks in the PowerPoint for this week, create or 	<ul style="list-style-type: none"> • What are the major differences between this assessment and ones our Montana students have had previously? • What are your concerns about this assessment? • What are your joys about this assessment? • What are some ways to help prepare students to be successful on these next generation assessments? • Where do you see shared responsibility for this assessment with other content area teachers? <p>Final questions:</p> <ul style="list-style-type: none"> • What are your ending thoughts about the new writing standards? • What has motivated you? • What support do you need to be successful with

		<p>modify a performance task appropriate for your preferred grade level. http://www.smarterbalanced.org/wordpress/wp-content/uploads/2011/12/DRAFT-Performace-Tasks-Specs2.pdf</p>	these more rigorous expectations?
Week 6	Learning Community	Facilitated Discussion of Week Six Readings	